

Dutch Fork High

1400 Old Tamah Road
Irmo, SC 29063

Grades	9-12 High School	
Enrollment	2,105 Students	
Principal	Gregg Morton	803-476-3300
Superintendent	Dr. Herbert M. Berg	803-476-8000
Board Chair	Robert Gantt	803-781-5408

THE STATE OF SOUTH CAROLINA
2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	**Excellent**	**Excellent***
2008	Excellent	Good
2007	Excellent	Good
2006	Excellent	Good
2005	Excellent	Excellent

* The School's 2009 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent − School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good − School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average − School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average − School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk − School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

http://ed.sc.gov
http://www.eoc.sc.gov

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
4	0	2	1	0

* Ratings are calculated with data available by 03/25/2010.

High School Assessment Program (HSAP) Exam Passage Rate: Second Year Students

	Our High School			High Schools with Students Like Ours		
Percent	**2007**	**2008**	**2009**	**2007**	**2008**	**2009**
Passed 2 subtests (%)	89.8	94.2	89.8	90.2	91.0	84.8
Passed 1 subtest (%)	7.0	2.8	5.8	6.2	5.5	9.1
Passed no subtests (%)	3.2	3.0	4.3	4.1	3.9	6.0

HSAP Passage Rate by Spring 2009

	Our High School	High Schools with Students Like Ours
Percent	99.4%	96.6%

On-Time Graduation Rate

	Our High School	High Schools with Students Like Ours
Number of Students	562	448
Number of Diplomas	479	358
Rate	85.2%	76.0%

End of Course Tests

Percent of tests with scores of 70 or above on:	**Our High School**	**High Schools with Students Like Ours***
Algebra 1/Math for the Technologies 2	86.5	82.2
English 1	84.1	77.7
Physical Science	68.7	63.2
US History and the Constitution	57.2	56.8
All Tests	73.8	68.7

* High Schools with Poverty Indices of no more than 5% above or below the index for this school.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Dutch Fork High 03/25/10-3205051

School Profile

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
Students (n=2,105)				
Retention rate	5.7%	Up from 3.9%	4.3%	4.8%
Attendance rate	96.3%	Up from 96.1%	96.3%	95.5%
Eligible for gifted and talented	34.9%	Up from 18.4%	19.0%	9.2%
With disabilities other than speech	8.8%	Down from 9.7%	8.8%	12.6%
Older than usual for grade	4.8%	Up from 4.6%	5.5%	8.6%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.2%	Up from 0.6%	1.2%	1.2%
Enrolled in AP/IB programs	53.9%	Up from 51.5%	29.9%	13.2%
Successful on AP/IB exams	67.7%	Up from 66.0%	67.9%	55.6%
Eligible for LIFE Scholarship	44.0%	Down from 54.3%	42.7%	29.8%
Annual dropout rate	2.0%	Up from 1.6%	1.8%	3.5%
Career/technology students in co-curricular organizations	2.3%	Down from 4.2%	0.0%	3.0%
Enrollment in career/technology courses	1450	Up from 1437	812	523
Students participating in work-based experiences	17.8%	Up from 11.4%	4.6%	12.9%
Career/technology students attaining technical skills	82.4%	Up from 82.3%	82.9%	79.3%
Career/technology completers placed	99.5%	Down from 100.0%	99.5%	98.8%
Teachers (n=150)				
Teachers with advanced degrees	72.0%	Down from 77.7%	65.7%	58.6%
Continuing contract teachers	89.3%	Up from 85.1%	76.7%	71.6%
Teachers with emergency or provisional certificates	3.5%	Up from 2.9%	6.1%	8.1%
Teachers returning from previous year	88.2%	Down from 90.7%	85.8%	85.0%
Teacher attendance rate	91.8%	Down from 95.6%	95.4%	95.5%
Average teacher salary*	$54,635	Up 1.5%	$46,977	$47,761
Professional development days/teacher	11.5 days	Down from 11.9 days	9.1 days	10.8 days
School				
Principal's years at school	2.0	Up from 1.0	3.0	3.0
Student-teacher ratio in core subjects	24.0 to 1	Down from 24.1 to 1	28.0 to 1	26.1 to 1
Prime instructional time	86.8%	Down from 90.4%	91.3%	89.8%
Dollars spent per pupil**	$8,353	Up 1.2%	$6,805	$7,883
Percent of expenditures for teacher salaries**	59.0%	Up from 55.7%	56.5%	54.1%
Percent of expenditures for instruction**	62.2%	Up from 58.7%	61.1%	60.2%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	98.3%	Up from 97.5%	95.7%	95.8%
Character development program	Excellent	No Change	Average	Good
Modern language program assessment	N/A	N/A	Below Average	Average
Classical language program assessment	N/A	N/A	Good	Good

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Performance By Student Groups

	HSAP Passage Rate by Spring 2009		End of Course Passage Rate		Graduation Rate		
	n	%	t	%	n	%	Met State Objective
All Students	475	99.4%	2037	73.8%	562	85.2%	No
Gender							
Male	219	98.6%	1112	73.8%	270	78.9%	N/A
Female	256	100.0%	925	73.7%	292	91.1%	N/A
Racial/Ethnic Group							
White	332	100.0%	1137	81.9%	373	90.3%	N/A
African American	128	98.4%	795	60.8%	166	74.1%	N/A
Asian/Pacific Islander	N/A	N/A	29	82.8%	N/A	N/A	N/A
Hispanic	N/A	N/A	53	81.1%	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Disabled	43	93.0%	190	38.9%	53	64.2%	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	N/A	N/A	36	77.8%	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	75	98.7%	539	58.8%	108	63.9%	N/A

NOTE: n=number of students on which percentage is calculated; t=number of tests taken.

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Report of Principal and School Improvement Council

The 2008-2009 school year was another banner year at Dutch Fork High School. Once again our academic and extra-curricular programs spotlighted Dutch Fork High School as one of the premier public high schools in the country. Dutch Fork was recognized by the Siemens Foundation and the College Board as one of the top 50 high schools in the United States based on its Advanced Placement (AP) participation and performance. Newsweek magazine again ranked Dutch Fork High School as one of the top high schools in the country for the fifth consecutive year, placing us in the top one percent as a result of our AP exam success. This year, Dutch Fork High School administered 1132 AP exams to 507 students. Well over 60 percent of our students earned college credit by successfully passing their AP Exams. We were also named a Showcase School by the State Department of Education. Our academic successes have been remarkable. The SAT, ACT, and AP scores were all above the national averages.

As a result of our hard work, we garnered a record number of accomplishments. Our senior class surpassed all other previous classes in Dutch Fork history with over $22.1 million in offered scholarships, with over 90 percent of graduates attending college in the fall. We are proud to note several students were nominated as National Merit Finalists, 38 students were recognized as Palmetto Fellows, and five students were nominated for Robert Byrd Scholarships.

Athletically; we remain in the upper echelon of class 4A high schools. Team State Championships were earned in Boy's Golf and Girl's Track. Individual State Championships were earned in wrestling (1), boy's golf (1), and girl's track (2). Region championships were awarded in girl's basketball, boy's golf, girl's track, girl's soccer, wrestling, and volleyball. Along with many accomplishments, some of our top honors include DECA state winners, Best Scholastic Magazine, Best Scholastic Broadcast, Best Yearbook, All-State in Band, Chorus, and Orchestra and the Distinguished Unit Award, earned by our Air Force JROTC program.

Finally, in order to sustain continued progress, we are continuing with several high school initiatives that are designed to foster gains in student achievement, thus better preparing our students for a competitive global marketplace. We are committed to taking on the challenges that face us, and it is with confidence that we commit to serving our students and community in providing the best educational opportunities possible.

Gregg Morton, Principal
Vachel Jones, School Improvement Council

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	107	370	143
Percent satisfied with learning environment	90.6%	78.3%	87.3%
Percent satisfied with social and physical environment	94.4%	79.7%	76.9%
Percent satisfied with school-home relations	95.2%	83.5%	82.3%

* Only eleventh grade students and their parents were included. For schools without grade eleven, only the highest grade was included.

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School Adequate Yearly Progress	NO

This school met 15 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	N/A

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality Data

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	5.0%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	5.8%	0.0%	No

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Dutch Fork High											03/25/10-3205051
HSAP Performance By Group											
	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)											
All Students	537	99.4	6.1	24.6	36.5	32.8	79.7	78.7	61.8	Yes	Yes
Male	248	98.8	7.7	28.5	37	26.8	75.3	75.3	57.4	N/A	N/A
Female	289	100	4.7	21.3	36.1	37.9	83.4	82.4	66.1	N/A	N/A
White	324	99.7	3.2	18.5	39.9	38.3	86.9	87.3	74.3	Yes	Yes
African American	184	98.9	11	34.9	32	22.1	66.9	59.7	44.9	Yes	Yes
Asian/Pacific Islander	11	100	0	9.1	27.3	63.6	90.9	83.3	77.4	I/S	I/S
Hispanic	12	100	20	50	20	10	60	66.7	50.3	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	55.4	I/S	I/S
Disabled	57	96.5	35.8	41.5	20.8	1.9	26.4	31.3	19.4	No	Yes
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	I/S	N/A	N/A
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	I/S	48.1	38.5	I/S	I/S
Subsized meals	129	98.4	16.9	37.3	29.7	16.1	60.2	53.5	45.6	No	Yes
Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)											
All Students	535	100	7.4	18.7	26.1	47.8	80.3	79.4	62.7	Yes	Yes
Male	246	100	7.2	17.8	27.1	47.9	80.5	79.8	61.8	N/A	N/A
Female	289	100	7.6	19.5	25.3	47.7	80.1	78.9	63.6	N/A	N/A
White	324	100	4.5	14.3	22	59.2	86.6	87	75.1	Yes	Yes
African American	182	100	12.8	28.5	34.3	24.4	68	61.3	45.1	No	Yes
Asian/Pacific Islander	11	100	N/AV	N/AV	N/AV	N/AV	N/AV	96.7	83.8	I/S	I/S
Hispanic	12	100	20	20	20	40	60	66.7	58.5	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	59.2	I/S	I/S
Disabled	56	100	37	33.3	22.2	7.4	37	37.8	21.8	No	Yes
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	I/S	N/A	N/A
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	I/S	66.7	52.3	I/S	I/S
Subsized meals	128	100	21	26.1	27.7	25.2	61.3	57.1	47.9	No	Yes
Physical Science (End-of-Course Test performance by Group)											
All Students	535	97.0	44.1	25.2	15.9	11.8	27.7	N/A	N/A	N/A	N/A
Male	247	96.4	42.5	26.7	14.6	12.6	27.1	N/A	N/A	N/A	N/A
Female	288	97.6	45.5	24.0	17.0	11.1	28.1	N/A	N/A	N/A	N/A
White	323	97.5	36.5	25.7	19.8	15.5	35.3	N/A	N/A	N/A	N/A
African American	184	96.2	57.1	26.6	9.8	2.7	12.5	N/A	N/A	N/A	N/A
Asian/Pacific Islander	11	90.9	9.1	9.1	18.2	54.5	I/S	N/A	N/A	N/A	N/A
Hispanic	11	100.0	81.8	9.1	N/A	9.1	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	55	87.3	70.9	14.5	1.8	N/A	I/S	N/A	N/A	N/A	N/A
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsized meals	127	94.5	66.9	19.7	5.5	2.4	7.9	N/A	N/A	N/A	N/A

***** Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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Two-Year HSAP Trend Data

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*
English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)										
All Students	2008	502	99.8	4.2	14.9	36.5	44.4	87.4	84.7	69.7
	2009	537	99.4	6.1	24.6	36.5	32.8	79.7	78.7	61.8
Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)										
All Students	2008	502	99.8	4.6	15.7	34.2	45.5	86	83	67.2
	2009	535	100	7.4	18.7	26.1	47.8	80.3	79.4	62.7

* Adjusted to account for natural variation in performance.

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